Saskatchewan
Learning

RECOGNITION OF
PRIOR LEARNING (RPL)

Referral Guide

Pathways for
Learning Recognition

Acknowledgements

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Apprenticeship and Trade Certification Commission
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Briercrest Bible College
Campion College
Carlton Trail Regional College
CDI College of Business and Technology
Central Pentecostal College
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Provincial Examinations, Student and Teacher Services
RCMP Training Academy, Depot Division
St. Thomas More
Saskatchewan Indian Federated College
Saskatchewan Indian Institute of Technologies
Saskatchewan Institute of Applied Science and Technology
University of Regina
University of Saskatchewan

Disclaimer

The Guide and its contents will continue to evolve as RPL practices are implemented across the learning system in the province. This edition of the Guide outlines RPL practices underway in the learning sector, but it should not be considered a definitive or complete list due to the time constraints within which this information was compiled. All attempts were made to ensure that the information included in the Guide was accurate at the time of printing (March 2003).

For Electronic Copies of the RPL Referral Guide, please visit the Saskatchewan Learning web site at: http://www.sasked.gov.sk.ca

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PREFACE

Saskatchewan Learning undertook the compilation of information on RPL opportunities available in the K – 12 and post-secondary institutions, as a key action designed to enhance the learning recognition system in the province. It is anticipated that clearly delineated information streams on RPL opportunities in Saskatchewan will facilitate the advising/referral process for advisors and learners, thereby providing greater access to further education, training and employment opportunities. The RPL Referral Guide aims to increase clarity in the pathways for RPL and delineate the information streams for RPL. These two goals will be accomplished by:

- providing advisors and counsellors access to pertinent information on RPL opportunities in the Saskatchewan learning system, including:
  - first and alternate points of contact in institutions,
  - explanation of institutional policies and practices for RPL,
  - outline of the referral process,
  - links to relevant resources, and
  - key terms in the field of RPL

- clarifying RPL processes, including:
  - qualification recognition,
  - credit transfer, and
  - prior learning assessment and recognition

The RPL Referral Guide is an important foundation for creating an improved learning recognition system in our province. We anticipate that Career and Employment Services offices, professional regulatory bodies, employers, immigrant settlement agencies, community-based organizations involved with training and/or employment counseling, high school guidance counselors and other community partners will use the Guide in the future as well.

Saskatchewan is continuing to advance RPL by adopting a collaborative approach for the system-wide coordination and delivery of RPL services. It is also important to note that the RPL Referral Guide will support many of the key actions listed in the Provincial Framework for Recognition of Prior Learning in Saskatchewan[1] (as recommended by the Saskatchewan Labour Force Development Board in conjunction with the RPL Management Committee).

> *Learning recognition improves employment fit, which enhances business performance and yields personal rewards, in turn creating additional demand for accreditation. More accreditation encourages more people to undertake higher education, which stimulates further development of the education and training systems that build workplace capacity for innovation and productivity*[2].

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[1] Available online at: http://www.slfdb.com/rplpolicy.pdf

[2] The Brain Gain: The economic benefits of recognizing learning and learning credentials in Canada. 323-01 Member's Briefing. (2001a). Conference Board of Canada. p.3

1 INTRODUCTION

> *Lifelong learning means that learning is not confined within a specific educational structure or system but occurs throughout an individual's life.*[3]

In recent years, there have been numerous advancements in the field of Recognition of Prior Learning (RPL) in Saskatchewan. An increasing number of institutions are in the process of developing or have implemented formal RPL policies and processes, while many other institutions conduct RPL assessments on an informal basis. RPL consists of three sub-categories of learning recognition, namely qualification recognition (QR), credit transfer (CT) and prior learning assessment and recognition (PLAR). To facilitate dissemination of information on the various opportunities for RPL in the province, Saskatchewan Learning has initiated the development of a comprehensive RPL Referral Guide.

In the current climate of change and growth, enhanced pathways for learning recognition are invaluable to ensure continued student and worker mobility. "The combined forces of globalization, technological change and market liberalization are creating a more and more competitive economic environment and changing the nature of work and work organization"[4]. Individuals experience many changes during their careers due to the ever-changing world of work. Lifelong learning is the foundation that facilitates transitions from one learning or work environment to another. Recognizing prior learning is prerequisite in fostering a culture of lifelong learning, by establishing transparent parameters for identifying and validating transferable skills and knowledge.

The Conference Board of Canada has identified learning recognition as a priority for our current knowledge-based society, with the potential for substantial economic gains. Many Canadians have prior learning, through which they develop valuable knowledge, skills and attributes. These knowledge, skills and attributes can be undervalued and under-utilized if they do not receive formal recognition. Bloom and Grant[5] state that "eliminating the gap between the amount of their learning that *is* recognized, credentialed, accepted and rewarded through work and the amount that *could be* recognized and rewarded" could result in an additional annual income of $4.1 billion–$5.9 billion. Formal recognition of learning not only enables skills to be more fully utilized, but also enables individuals increased access to further educational opportunities.

A key development in the area of RPL in Saskatchewan was the establishment of the Prior Learning Assessment and Recognition (PLAR) Services Project. "The PLAR Services Project is a Project of the Saskatchewan Labour Force Development Board (SLFDB), as a result of the leadership provided by the Racialized Canadians Reference Group and the direction of the post-secondary institutions. Funded by Human Resources Development Canada (HRDC), Post-

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[3] Next Steps for Articulation Agreements in Canada: A discussion paper. (2002) Canadian Alliance for Education and Training Organizations (CAETO), p.6

[4] CAETO, 2002, p.5

[5] The Brain Gain: The economic benefits of recognizing learning and learning credentials in Canada. 323-01, Detailed Findings (2001b). Conference Board of Canada. p.1

Secondary Education and Skills Training (PSEST)[6], and the partners of the Forestry Training Subcommittee of the Northern Saskatchewan Labour Market Committee, the Project was launched in October 2000, and completed on March 31, 2002."[7]. This project was spearheaded by the identification of a need by the Forum of Racialized Canadians (a Reference Group of the SLFDB) for the recognition of international credentials, education and training. In addition, post-secondary institutions in Saskatchewan have also made impressive advancements in the field of RPL, including a broad array of PLAR Pilot Projects[8]. Coinciding with these advancements, has been increased awareness of the role that RPL opportunities can play in the provincial learning system

The impetus for developing this Guide was the need expressed by various stakeholders throughout the post-secondary learning system for centralized information on RPL opportunities. As an increasing number of students approach post-secondary institutions with relevant prior learning, there are increasing demands on academic advisors to provide information on RPL opportunities. In addition, the volume of information on RPL opportunities throughout the post-secondary learning system is expanding.

A centralized, co-ordinated source of accurate information will increase efficiencies in the referral process. Duplication of efforts to collect necessary information will be greatly reduced by creating an accessible, comprehensive and transparent information source on RPL referral pathways in the province. These efficiencies will be enhanced by establishing a community of practice in RPL, based on multi-lateral understandings of concepts, processes and procedures.

Saskatchewan Learning facilitated the collection of information on RPL opportunities by inviting institutions to complete questionnaires requesting contact information as well as descriptions of RPL opportunities and/or processes (QR, CT and/or PLAR). The contributions of the various institutional representatives included in the Guide comprise one of the cornerstones for delivering high-quality, accessible and relevant RPL services in Saskatchewan (Goal #2 in the Provincial Framework for RPL in Saskatchewan).

> *Ultimately, inter-institutional articulation agreements are only one of the many tools that can be used to promote transferability of learning and the mobility of workers and learners in Canada and abroad. An efficient and cost-effective system must include initiatives to validate learning gained in the workplace and through international credentials. Barriers to the recognition of knowledge and skills must be removed in order to ensure Canada has equitable and multiple paths for success.* [9]

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[6] The Department of Post-Secondary Education and Skills Training (PSEST) was amalgamated into a new department called Saskatchewan Learning effective, April 1, 2002.

[7] PLAR Project Final Report, 2002, Trimension Group (available online at: http://www.slfdb.com/plar/plar-report.pdf)

[8] For additional information on these initiatives refer to: Saskatchewan Learning Prior Learning Assessment and Recognition Enhancement Funding Initiative: A Progress Report and Final Report, and Wong (2000)

[9] CAETO, 2002, p. 28

2 RECOGNITION OF PRIOR LEARNING (RPL) PROCESSES

> *The major conclusion from this survey is that our organized systems of schooling and continuing education and training are like big ships floating in a sea of informal learning. If these education and training ships do not pay increasing attention to the massive amount of outside informal learning, many of them are likely to sink into Titanic irrelevancy.*[10]

Clarification of RPL processes is required to facilitate referrals for learners in the provincial learning system. RPL processes can unfold in myriad ways and institutions may implement specific elements of RPL relevant for their context. The components of RPL that are adopted may differ in form and design from those adopted at other institutions. For this reason, RPL processes in this Guide are included under the heading of the institutions, to reflect the particular context, culture and priorities of institutions.

While there is an increasing number of formalized RPL policies and procedures, numerous RPL opportunities exist on an informal basis. Ready access to information on formal processes can be challenging; these challenges can increase drastically when the policies and procedures are conducted on an informal basis.

RPL practices among, or even within, institutions can vary significantly; therefore, it is important to look at each situation separately. In some instances, RPL processes (such as credit transfer) are conducted automatically upon registration with an institution or program, while in other institutions they are conducted only upon request of the student. Some institutions have established practices for course challenges, while others conduct course challenges on an ad -hoc basis. Access to transparent information on the processes and practices in place within the various institutions throughout the province will greatly enhance learners' smooth navigation along the RPL referral pathways.

The Recognition of Prior Learning (RPL) includes recognition practices undertaken in the fields of qualification recognition (QR), credit transfer (CT), and prior learning assessment and recognition (PLAR). These RPL processes are outlined in greater detail in the following sections.

> *The 21st century represents an extraordinary economic environment that includes significant demographic shifts, restructuring of economies and institutions, critical skills shortages, global competition for skilled workers, increased immigration and the relentless progress of technology. In order to maintain quality of life and achieve our goals for economic prosperity, we must support and recognize continuous lifelong learning it all its forms. In so doing, we promote full labour market participation, social inclusion, individual empowerment and equity for all people.*[11]

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[10] Livingstone, 2001, New Approaches to Lifelong Learning, p. 1 (available online at: http://www.oise.utoronto.ca/depts/sese/csew/nall/sur_res.htm)

[11] Halifax Declaration for Recognition of Prior Learning (2001) p. 2. (available online at: http://www.placentre.ns.ca/conference/eConf_page6.html)

2.1 QUALIFICATION RECOGNITION (QR)

QR practices involve the fair, credible, and standardized assessment of credentials to assist employers, educational institutions and professional regulatory bodies in making informed decisions. QR includes, but is not limited to international credential recognition. The process of QR involves the assessment of credentials (official documents) obtained at a recognized institution, to determine the degree of comparability with the level of education and standards of an educational institution or professional regulatory body/association. QR processes can support, but do not necessarily include, the determination of equivalency of subject matter. The mandate to award credit transfer generally rests with an accredited educational institution and/or a professional regulatory body/association unless the QR body/agency has negotiated an agreement to expand its scope of authority on a case-by-case basis.

The steps for qualification recognition generally include:

- Conduct authenticity review
- Review document translation (if required)
- Determine status of home institution
- Describe educational program
- State comparability of program

The implementation of QR practices is a key factor affecting inter-provincial labour mobility[12] as well as the international mobility[13] of immigrants/refugees seeking integration into the Canadian labour force. However, the degree of available information/mechanisms regarding QR for individuals that have obtained their credentials in and outside of Canada may vary significantly depending on the industry sectors, professional regulatory bodies/associations, educational institutions and the provincial/territorial jurisdiction.

> *Credentials gained from learning in one setting should be recognized in other settings, thereby becoming stepping stones rather than obstacles to labour market participation, career advancement or further learning. The non-recognition of prior learning – domestic, international, formal or informal – is costly to the individual, the economy and to society at large.*[14]

QR practices are a key component in the recognition of prior learning for inter-provincial and international mobility of learners/workers. However, another factor that needs to be considered in developing an effective learning recognition system are the implementation of "bridging programs"[15] Bridging programs provide learners/workers with an opportunity to acquire the knowledge or skills sets required for entry into a trade/profession or an educational institution to

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[12] For additional information please see *Report on Implementation of the Labour Mobility Chapter of the Agreement on Internal Trade*

[13] For additional information please see Canadian Information Centre for International Credentials at: http://www.cicic.ca

[14] Halifax Declaration for the Recognition of Prior Learning, p. 2.

[15] For additional information please see: Paths to Equal Opportunity at: http://equalopportunity.on.ca/

complement credentials earned outside the jurisdiction or at another institution. Many bridging programs consist of occupation-specific skill acquisition as well as language training.

2.1.1 International Qualifications Assessment Service (IQAS)

IQAS provides a valuable service to immigrants and refugees seeking an assessment of the level of their educational qualifications in comparison to Saskatchewan educational standards. Since 1995, the Government of Saskatchewan has had an inter-provincial agreement with the Government of Alberta for IQAS to conduct the assessment of international credentials for Saskatchewan residents.

Regarding IQAS assessments, it is critical to understand the benefits as well as limitations of IQAS assessments. IQAS verifies the documents, but not the ability (knowledge or skills) of the applicant. IQAS undertakes an involved process of authenticating the documents and then determines the degree of general comparability with related educational standards in two Canadian jurisdictions (Saskatchewan and Alberta). IQAS emphasizes that the assessments are *advisory only*, as employers, professional associations and educational institutions maintain the authority over decisions to accept and/or recognize IQAS assessment certificates.

> *Many professional associations and post-secondary institutions conduct their own educational assessments. Always contact the professional associations and post-secondary institutions before applying to IQAS.* ***It is your responsibility to ensure in advance that the post-secondary institution or professional association that you wish to enter will accept your IQAS assessment certificate.*** *Specific questions concerning the requirements or procedures for registration or licensure, employment or admissions should be directed to the appropriate professional association/licensing board, employer or post-secondary institution*[16]

2.2 CREDIT TRANSFER (CT)

CT is defined as the process by which a learner moves form his/her home institution to a receiving institution and receives course credit for formal learning previously completed at a recognized home institution. The credit is based on evaluation of equivalencies of subject matter.

Credit transfer (articulation) agreements often include:

> "an introductory statement of principle (perhaps based on a précis of the missions of both institutions);
> an explanation of the purpose of the agreement;
> an outline of the specific objectives of the agreement (to give substance o the purpose);

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[16] IQAS Web site: IQAS Provides a Range of Educational Assessment Services: http://www.learning.gov.ab.ca/iqas/Assessments-Offered.asp
(For additional information on IQAS refer to the IQAS Web site at http://www.learning.gov.ab.ca/iqas/iqas.asp)

a description of what the partner institutions agree to do to implement the objectives;
a list of procedures that contains the program details; and
general references (dates, timelines, persons responsible, etc.)." [17]

The Preamble introducing the Council of Ministers of Education, Canada (CMEC) Ministerial Statement on Credit Transfer in Canada provides a brief overview of the value and importance of continuing to advance credit transfer practices.

> *The primary purpose for establishing credit transfer agreements among institutions of higher education is to increase opportunities for students to access postsecondary education by facilitating student mobility between between institutions and sectors.*
>
> *Students need reasonable assurance that they will be able to continue their studies at other postsecondary institutions to complete their educational plans and be able to obtain appropriate transfer credit for work previously completed.*
>
> *In addition, by ensuring that learners receive appropriate recognition for learning already achieved, efficiencies in both time and money can be gained by students, institutions and governments. The ability for learners at all stages of their lives and careers to easily move into, between and out of, postsecondary education is a key component in building a postsecondary education system which makes lifelong learning a reality.*
>
> *Transfer credit agreements will vary between provinces and territories and may include a variety of approaches to recognizing previous academic achievement including, but not limited to,establishing course-by-course equivalencies, granting unassigned credit, agreeing to grant specified blocks of transfer credit for completed credentials, or the development of prior learning assessment processes.*[18]

2.3 Prior Learning Assessment and Recognition (PLAR)

PLAR is a systematic process that assesses and recognizes an individual's knowledge and skills regardless of where or how the learning was acquired. Within a post-secondary learning system, a PLAR process generally involves the assessment of experiential learning for educational credit or occupational certification with reference to the standards of the credential granting body. Experiential learning can be non-formal (e.g., workplace based learning, non-credit courses) or informal (e.g., learning resulting from life experience, hobbies, volunteer activities, family chores, etc). Over the past decade, PLAR has been increasingly acknowledged as a valuable human resource planning strategy that can be used to effectively address the challenges of skill identification and assessment in a knowledge-based economy where continuous learning is encouraged and supported.

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[17] CAETO p. 24.
[18] CMEC Ministerial Statement on Credit Transfer in Canada (see Appendix 1 for the full document)

The PLAR process generally includes four key steps:

1. Identification: an individual identifies what he/she knows and can do; often an advisor will guide the individual through this process.

2. Documentation: Evidence is gathered that demonstrates the individual's knowledge and skills. There are many forms of evidence, such as letters of validation, work samples, course outlines, performance appraisals, and portfolios. Individuals can also demonstrate their knowledge, skills and abilities through role plays, interviews, completing an assignment, taking a test, preparing a case study, etc.

3. Assessment: A qualified Assessor (subject-matter expert) will review the evidence presented in the challenge process and determine if it meets the established requirements for recognition. The determination is often based on measuring an individual's learning achievements against learning outcomes, competencies or established standards of practice.

4. Recognition: Recognition may be awarded, and can take various forms, such as educational credit (s), occupational certification, employment, workplace advancement, or self-recognition.

* In addition to the four steps listed above, an ideal PLAR process will also provide candidates with adequate pre and post-assessment guidance, as required.

> *The recognition of prior learning is fundamental to a lifelong learning culture. Within such a culture, society's formal educational institutions are only a part of the resources for the education of the individual. The home, the community, the workplace, one's social and recreational activities and other aspects of life are all settings for learning activities.*[19]

2.4 RPL Referral Pathways

Having access to accurate information is essential for making good referrals. However, in addition to information, clients[20] should obtain enlightenment about opportunities and challenges that they may encounter. By identifying client's levels and types of prior learning, additional opportunities may appear, that had not been considered by the client previously. By exploring the various opportunities available, the client's options for the future may broaden.

Outlining the possibilities and challenges will assist the client in setting realistic goals. Timelines and resources are key factors that can limit opportunities for clients; these should form part of the referral discussion. By appropriately managing expectations,

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[19] Halifax Declaration for the Recognition of Prior Learning p. 2.

[20] The term "client" in this document is intended as a generic term which may be interchanged with student, adult learner, immigrant/refugee, worker etc. as appropriate.

clients can be encouraged to strive for their goals, while still ensuring that they can attain identified goals.

The following checklist and flowchart outline the key components of a good referral. Even if a client feels that his/her goals are clearly identified, it is still advisable to briefly cover the remaining points to identify other RPL options or career opportunities that the client may have overlooked.

Counsellors and advisors are encouraged to adapt the checklist and flowchart to suit their individual context, by adding additional detail where necessary.

Acronyms Utilized in the Checklist/Flowchart:

ATCC:	Apprenticeship and Trade Certification Commission
CT:	Credit Transfer
IQAS:	International Qualifications Assessment Service
QR:	Qualification Recognition

2.5 CHECKLIST

1. Initial Intake
   - ☐ Client has clear goal
   - ☐ Client has unclear goal
   - ☐ Client has no clear goal, but knows that he/she would like a change

   Explore with client:
   What does he/she hopes to achieve?
   When does she/he hope to achieve the goal?

2. Inventory types and level of learning
   - ☐ FORMAL

     What level of formal education has been attained?
     - ☐ Incomplete credential

       Level _____
     - ☐ Complete credential

       Level _____

     Where was the formal education obtained?
     - ☐ Saskatchewan ☐ Canada ☐ International

   - ☐ EXPERIENTIAL
     - ☐ Non-Formal (e.g., work-based training, not-for-credit courses, courses from non-accredited schools)
     - ☐ Informal (e.g., work-based experience, volunteer work, hobbies, life experiences)

3. Review types of learning and levels achieved. Work with client to identify options:

   With Formal Learning
   - ☐ Further education and/or employment (CT, QR)
   - ☐ Employment and/or education (Regulatory body, ATCC, IQAS)

   With Experiential Learning
   - ☐ Education and/or employment

     Based upon knowledge, skills and abilities of the client, articulate skill sets, learning outcomes or competencies (competencies especially relevant for regulatory bodies)

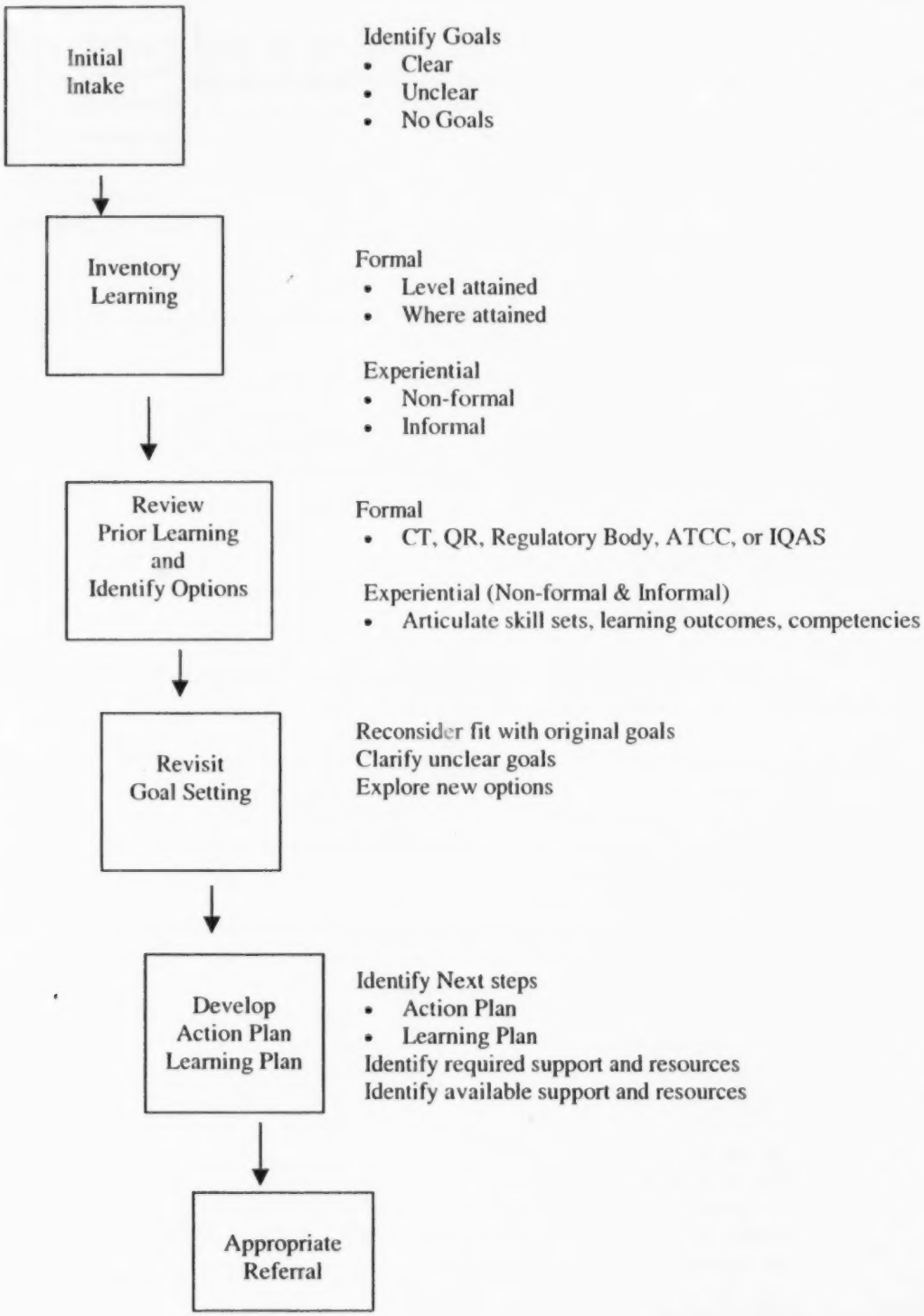
4. Revisit original goals with client
   - Examine fit between learning identified and original goals
   - Explore new options

5. Based on goals identified
   - Identify necessary steps

     Action Plan and Learning Plan
   - Identify necessary support and resources to achieve goal
   - Identify available support and resources

6. Make appropriate referrals

2.6 FLOWCHART



3 KEY TERMS

Developing an understanding of the commonly used terms in the field of RPL is essential for the exchange of ideas in a community of practice. Although definitive terminology does not exist in the field of RPL, awareness of the variety of terms currently used in Saskatchewan facilitates communication and dissemination of information.

3.1 ACRONYMS

ACCC:	Association of Canadian Community Colleges
AUCC	Association of Universities and Colleges of Canada
CAETO:	Canadian Alliance of Education and Training Organizations
CICIC:	Canadian Information Centre for International Credentials
CMEC:	Council of Ministers of Education, Canada
CT:	Credit Transfer
IQAS:	International Qualifications Assessment Service
PLAR:	Prior Learning Assessment and Recognition
QR:	Qualification Recognition
RPL:	Recognition of Prior Learning

3.2 DEFINITIONS

The Recognition of Prior Learning (RPL) includes recognition practices undertaken in the fields of qualification recognition (QR), credit transfer (CT) and prior learning assessment and recognition (PLAR).

Qualification Recognition (QR) practices involve the fair, credible, and standardized assessment of credentials to assist employers, educational institutions and professional regulatory bodies in making informed decisions. QR includes, but is not limited to international credential recognition. The process of QR involves the assessment of credentials, obtained from a recognized institution, to determine the degree of comparability with the level of education at a target institution. QR can lead to, but does not necessarily include, the determination of equivalency of subject matter. This would be determined through a CT process.

Credit Transfer (CT) is defined as the process by which a learner moves form his/her home institution to a receiving institution and receives course credit for formal learning previously completed at a recognized home institution. The credit is based on evaluation of equivalencies of subject matter.

Prior Learning Assessment and Recognition (PLAR) is a systematic process that assesses and recognizes an individual's knowledge and skills regardless of where or how the learning was acquired. Within a post-secondary learning system, a PLAR process generally involves the assessment of experiential learning for educational credit or occupational certification with reference to the standards of the credential granting body. Experiential learning can be non-formal (e.g., workplace based learning, non-credit courses) or informal (e.g., learning resulting from life experiences, hobbies, volunteer activities, family chores, etc).

4 INSTITUTIONS INCLUDED IN GUIDE

4.1 ACADEMY OF LEARNING: COMPUTER AND BUSINESS CAREER COLLEGE

First Point of Contact: North Battleford

Contact	Joyce Munn, Director
Phone	(306) 445-8188
Fax	(306) 445-9133
Address	Box 1750, North Battleford, SK, S9A 9W6
Email	aolnb@sk.sympatico.ca

Alternate Point of Contact: Meadow Lake

Contact	Edna Hrabinsky, Director
Phone	(306) 236-5991
Fax	(306) 236-1649
Address	219 Centre Street, Meadow Lake, SK, S9X
Email	aolml@sk.sympatico.ca

4.1.1 Credit Transfer (CT)

There is a formal policy at the institutional level for Credit Transfer.

The directors of the schools undertake the CT assessment. Students are required to submit transcripts from the home institution.

CT applies to course credit. There are no fees associated with CT.

4.2 Apprenticeship and Trade Certification Commission (ATCC)

First Point of Contact

Contact	Glenn Heisler, Assessor
Phone	(306) 787-3964
Fax	(306) 787-5105
Address	Apprenticeship and Trade Certification Commission 2140 Hamilton Street, Regina, SK, S4P 3V7
Email	Glenn.Heisler@sasked.gov.sk.ca

4.2.1 Qualification Recognition (QR)

There is no formal policy, however all credentials that are trade related may receive recognition toward work experience credits or exemptions from technical training. To obtain information on program areas where QR is available, candidates must contact ATCC for information. QR may be used toward:

- Admissions
- Advanced standing
- Course credit
- Program credit
- Eligibility to write examination

The assessor conducts assessment for both out of province and out of country credentials. To apply for QR, training and work experience must be trade related. There are no fees for Qualification Recognition. The candidate must apply to the Apprenticeship Commission for this review. However, fees are required for other services such as Apprenticeship Contracts and Examinations.

For the assessment the candidate provides:

- Official transcript
- Course information including:
  - name of institution
  - names of courses taken
  - description of course content
  - dates course was taken
  - number of hours of theory and practical instruction
  - name and qualifications of instructor
- Detailed list of work tasks performed
- Dates and time (in hours) performing the tasks

Prior to contacting ATCC, it is advisable to have all documents translated to English (if required). Candidates can contact ATCC for counselling assistance.

4.2.2 Credit Transfer (CT)

There is a formal policy related to CT, available upon request of the student. To obtain information on the policy, candidates must contact ATCC.

All courses that are trade related may receive credit toward apprenticeship, and could be either credit toward work experience requirements and/or exemptions from technical training. CT may be used for:

- Admissions
- Advanced standing
- Course credit
- Program credit

The assessor will undertake the assessment. There are no fees or restrictions for eligibility for Credit Transfer. The candidate must apply to the Apprenticeship Commission for this review. However, fees are required for other services such as Apprenticeship Contracts and Examinations.

For the assessment the candidate provides:

- Official transcript
- Course information including:
  - name of institution
  - names of courses taken
  - description of course content
  - dates course was taken
  - number of hours of theory and practical instruction
  - name and qualifications of instructor

Candidates can contact ATCC for counselling assistance.

4.2.3 Prior Learning Assessment and Recognition (PLAR)

There is a formal policy related to PLAR, available upon request from the student. To obtain information on the policy, candidates must contact ATCC.

All courses that are trade related may receive credit toward apprenticeship, and could be either credit toward work experience requirements and/or exemptions from technical training. PLAR may be used for:

- Admissions
- Advanced standing
- Course credit
- Program credit
- Eligibility to write journeyperson examination

The assessor conducts assessment for both out of province and out of country experience. To apply for PLAR, training and work experience must be trade related. If documents are in a language other than English, they should be translated to English prior to contacting ATCC. There are no fees for PLAR. The candidate must apply to the Apprenticeship Commission for this review. However, fees are required for other services such as Apprenticeship Contracts and Examinations.

For the assessment the candidate provides:

- Detailed list of work tasks performed
- Dates and time (in hours) performing the tasks
- Official transcript
- Course information including:
  - name of institution
  - names of courses taken
  - description of course content
  - dates course was taken
  - number of hours of theory and practical instruction
  - name and qualifications of instructor

Candidates can contact ATCC for counselling assistance.

4.3 AVANT-GARDE COLLEGE

First Point of Contact

Contact	Connie Neufeld, Principal
Phone	(306) 522-5900
Fax	(306) 522-3233
Address	1033-8th Avenue
	Regina, SK, S4R 1E1
Email	avantgarde@accesscomm.ca

Alternate Point of Contact

Contact	Cheryl Sorensen, Vice-Principal
Phone	(306) 522-5900
Fax	(306) 522-3233
Address	1033-8th Avenue
	Regina, SK, S4R 1E1
Email	avantgarde@accesscomm.ca

4.3.1 Prior Learning Assessment and Recognition (PLAR)

There is no formal policy in place for PLAR. There are no fees for the assessment, but students must meet regular admission requirements prior to being eligible for PLAR.

The Principal undertakes the assessment with the student. The student provides:

- All relevant documents
- Transcripts from high school
- Transcripts from other post-secondary institutions, etc.

The materials are reviewed on an individual basis and credit may be granted based on results of the assessment. As a result of the assessment, students may receive credit in terms of hours of attendance.

4.4 BRIERCREST BIBLE COLLEGE

First Point of Contact for QR

Contact	Grant McMillan, Registrar/Director of Enrollment
Phone	(306) 756-3351
Fax	(306) 756-5502
Address	510 College Drive Caronport, SK, S0H 0S0
Email	gmcmillan@briercrest.ca

Alternate Point of Contact for QR

Contact	Dustin Resch, Assistant Registrar
Phone	(306) 756-3320
Fax	(306) 756-5502
Address	510 College Drive Caronport, SK, S0H 0S0
Email	dresch@briercrest.ca

4.4.1 Qualification Recognition (QR)

No formal policy exists at this time, however options for QR are available.

The QR assessment may provide credit toward:

- Admissions
- Advanced Standing
- Course Credit

Candidates are encouraged to send documents to Enrollment Services. There are no fees for this service and no restrictions for eligibility. The Registrar or Assistant Registrar will review the documents. The Registrar researches the necessary credentials, and if necessary may ask the student to provide verification of documents/qualifications.

For out of province credentials, students are referred to appropriate regulatory bodies. For out of country credentials, students are referred to International Qualifications Assessment Service.

4.4.2 Credit Transfer (CT)

First Point of Contact for CT

Contact	Dustin Resch, Assistant Registrar
Phone	(306) 756-3320
Fax	(306) 756-5502
Address	510 College Drive Caronport, SK, S0H 0S0
Email	dresch@briercrest.ca

Alternate Point of Contact for CT

Contact	Grant McMillan, Registrar/Director of Enrollment
Phone	(306) 756-3351
Fax	(306) 756-5502
Address	510 College Drive Caronport, SK, S0H 0S0
Email	gmcmillan@briercrest.ca

There is a formal policy for CT. CT is available on a formal basis, upon request of student only, and is applied to course credit.

To be eligible for CT, student must have paid than application fee to the college. To be considered for CT, the student must have achieved 65% in the course.

To conduct the CT assessment:

- The student submits their transcripts to Enrollment Services
- Enrollment Services passes the transcripts on to the Assistant Registrar
- The Assistant Registrar researches the school and the courses
- Credit is granted based on the results of the research

4.4.3 Prior Learning Assessment and Recognition (PLAR)

First Point of Contact for PLAR

Contact	Chris Vetter, Dean of Briercrest Distance Learning
Phone	(306) 756-3249
Fax	(306) 756-3366
Address	510 College Drive
	Caronport, SK, S0H 0S0
Email	cvetter@briercrest.ca

Alternate Point of Contact for CT

Contact	Michele Harder, Director of Program Development
Phone	(306) 756-3210
Fax	(306) 756-3366
Address	510 College Drive
	Caronport, SK, S0H 0S0
Email	mharder@briercrest.ca

There is a formal PLAR policy, at an institutional level.

Prior to applying for PLAR, candidates must register and complete the course entitled Prior Learning and Ministry Assessment before attempting to request credit via PLAR.

The PLAR assessment process involves the following individuals from the institution:

- Dean of Briercrest Distance Learning
- Director of Program Development, Briercrest Distance Learning
- Registrar/Director of Enrollment
- Relevant Faculty Member(s)

For the assessment, the student pays a $150.00 assessment fee, plus $10.00 for each credit hour granted. The student then prepares a portfolio and presents the portfolio to the assessment committee. The committee determines the eligibility of the student for PLAR credit.

The results of the assessment may be applied toward advanced standing.

4.5 CAMPION COLLEGE

Campion College is a Federated College at the University of Regina. Campion College is academically integrated; however, it is legally and financially distinct from the University. It does not offer its own degrees but prepares students for degrees awarded by the University of Regina.

For first points of contact for CT, QR and PLAR, please refer to the University of Regina section (s) of the guide for information on RPL policies and procedures.

4.6 Carlton Trail Regional College

First Point of Contact

Contact	Pat Varga, Director of Administration
Phone	(306) 682-6865
Fax	(306) 682-3101
Address	P.O. Box 720 Humboldt, SK, S0K 2A0
Email	vargap@ctrc.sk.ca

Alternate Point of Contact

Contact	Rob Barber
Phone	(306) 682-6851
Fax	(306) 682-3101
Address	P.O. Box 720 Humboldt, SK, S0K 2A0
Email	barberr@ctrc.sk.ca

4.6.1 Qualification Recognition (QR)

There is no formal policy for QR at this time. To conduct QR for out of province credentials, students are referred to:

- Regulatory bodies
- Apprenticeship and Trade Certification Commission
- Brokering institution

Prior to becoming involved in the QR process, students are encouraged to obtain a transcript of completion certificate and course syllabi.

4.6.2 Credit Transfer (CT)

There is no formal policy for CT at this time. For credit transfer, students are referred to the brokering institution, such as SIAST.

Prior to contacting the institution for CT, students are encouraged to

- undertake preliminary data collection
- review program-specific literature and brokering institution's calendar

Then the student is referred to the brokering institution.

4.6.3 Prior Learning Assessment and Recognition (PLAR)

There is no formal process for PLAR at this time. For PLAR, students are referred to the brokering institution, such as SIAST.

Prior to contacting the institution for CT, students are encouraged to

- undertake preliminary data collection
- review program-specific literature and brokering institution's calendar

Then student is referred to the brokering institution.

4.7 CDI College of Business and Technology

First Point of Contact

Contact	Lorraine Macdonald, Admissions Representative
Phone	(306) 244-8585
Fax	(306) 244-0788
Address	374 – 3rd Avenue South Saskatoon, SK, S7K 1M5
Email	lorraine.macdonald@cdi.ca

Alternate Point of Contact

Contact	Randy Macdonald
Phone	(306) 244-8585
Fax	(306) 244-0788
Address	374 – 3rd Avenue South Saskatoon, SK, S7K 1M5
Email	randy.macdonald@cdi.ca

4.7.1 Credit Transfer (CT)

Formal policy exists at the institutional level with CT available upon request of the student, prior to registration only.

Involved in the assessment are:

- Admissions Representatives
- Instructors
- Campus Director

The CT assessment results can be applied to:

- Advanced Standing
- Course Credit

Prior to applying for CT, students will be required to provide transcripts for applicable courses successfully completed.

Should the student choose to undertake the CT process, the fees are as follows:

- $50.00 for each examination challenged

A student cannot receive more than 50% of the program in Advanced Standing Credit.

4.8 CENTRAL PENTECOSTAL COLLEGE

First Point of Contact

Contact	Angie Hume, Registrar
Phone	(306) 374-6655
Fax	(306) 373-6968
Address	1303 Jackson Avenue Saskatoon, SK, S7H 2M9
Email	Admissions@cpc-paoc.edu

Alternate Point of Contact

Contact	Bob Kennedy, Academic Dean
Phone	(306) 374-6655
Fax	(306) 373-6968
Address	1303 Jackson Avenue Saskatoon, SK, S7H 2M9
Email	rkennedy@cpc-paoc.edu

4.8.1 Qualification Recognition (QR)

Although there is no formal policy on QR, it is available on an informal basis. An Admissions Committee (including the Academic Dean and Registrar) conducts assessment of credentials from other recognized institutions. All government recognized Canadian, American and 4 year High School graduates are treated on par with Saskatchewan students. For students with other backgrounds, counsel is sought from University of Saskatchewan personnel.

QR assessments may be applied to:

- Admissions
- Advanced Standing
- Course Credit

There are no restrictions in applying for QR, and there are no fees attached to the assessment.

For the assessment students will be required to provide transcripts from their home institution.

4.8.2 Credit Transfer (CT)

Although there is no formal CT policy in place, CT is conducted on an informal basis. The process is only conducted upon request of the student, and there is no fee associated with the assessment.

CT may be applied to

- Admissions
- Advanced Standing
- Course Credit

The Academic Dean will undertake the CT assessment. For individuals who have previous formal education from accredited institutions, there are no restrictions. For those who have courses from non-accredited institutions, their transcripts will be examined on a case-by-case basis.

To apply for CT, students must provide the transcripts from their previous education. These transcripts will be compared to Central Pentecostal College course requirements to determine CT.

4.8.3 Prior Learning Assessment and Recognition (PLAR)

There is no PLAR policy at this time and PLAR is not available.

4.9 College of Emmanuel & St. Chad

First Point of Contact

Contact	Colleen Walker, Registrar Assistant
Phone	(306) 975-1558
Fax	(306) 934-2683
Address	1337 College Drive Saskatoon, SK, S7N 0W6
Email	colleen.walker@usask.ca

Alternate Point of Contact

Contact	William Richards, Registrar
Phone	(306) 975-1556
Fax	(306) 934-2683
Address	1337 College Drive Saskatoon, SK, S7N 0W6
Email	wrichards@sk.sympatico.ca

4.9.1 Qualification Recognition (QR)

Formal QR policy exists for the programme for ordination in the Anglican Church of Canada.

For undertaking QR for credentials from out of province, the faculty and the principal jointly interview all students, on an individual basis, every year during their studies. The principal then writes a letter of recommendation to the sponsoring bishop. A similar process is available for international credentials.

QR can be applied for program credit, and there are no fees attached to this assessment.

To be eligible for QR, candidates must be candidates for priesthood in the Anglican community. They must have graduated from the College of Emmanuel and St. Chad, with at least ½ of their credits gained at this college.

Prior to applying for QR, students are advised to:

- Obtain transcripts from previous educational institution
- Compose personal autobiography on admission
- Complete annual questionnaire on growth in study and faith development.

4.9.2 Credit Transfer (CT)

No formal policy currently exists at this time. CT is available, however, on an informal basis upon request of student only.

The assessment of previous education for CT is conducted by the Registrar, occasionally in consultation with the faculty member normally responsible for instruction in that particular area. CT assessment involves review of transcripts from home institution and course descriptions (when requested).

CT may be applied to:

- Admissions
- Advanced Standing
- Course Credit
- Program Credit

All students who have completed an application for admission and have paid the $50.00 admission fee are eligible for CT.

Prior to contacting the Registrar for CT, students are advised to:

- Acquire transcripts
- Review course descriptions from our college
- Make own comparison with course descriptions for courses already taken
- Include relevant course descriptions when applying for CT

4.9.3 Prior Learning Assessment and Recognition (PLAR)

Although no formal policy exists at this time, PLAR is available on an informal basis.

The PLAR assessment is conducted by the Registrar in conjunction with faculty (joint meeting). The results of the assessment may be applied to admissions.

As for all applicants to the college, at the time of admission, students are required to submit:

- An autobiography
- any diplomas or certificates received
- letters from 3 referees, with specific reference to readiness for study

Once the student has paid the $50.00 application for admission fee, there are no additional fees associated with the PLAR assessment.

To be eligible for PLAR students are normally:

- Mature students applying for the first degree programme (Bachelor of Theology)
- This degree requires one year of post-secondary studies prior to admission, and PLAR attempts to recognize a variety of ways this year may have been obtained

4.10 Cumberland Regional College

First Point of Contact

Contact	Julie Bedel, Manager Learner Services
Phone	(306) 862-9846
Fax	(306) 862-4940
Address	Box 2225 Nipawin, SK, S0E 1E0
Email	jbedel@cumberlandcollege.sk.ca

4.11 Cypress Hills College

4.11.1 Qualification Recognition (QR)

First Point of Contact for QR

Contact	Adeline Steinley, Student Services Counsellor
Phone	(306) 778-5477
Fax	(306) 773-2384
Address	Box 5000, 129 – 2nd Avenue N.E. Swift Current, SK, S9H 4G3
Email	asteinley@cypresshillsregionalcollege.sk.ca

Alternate Point of Contact for QR

Contact	Joan Foster, Career Counsellor
Phone	(306) 778-5471
Fax	(306) 773-2384
Address	Box 5000, 129 – 2nd Avenue N.E. Swift Current, SK, S9H 4G3
Email	joanf@cypresshillscollege.sk.ca

There is no formal policy on QR, however, students with credentials from another institution within Canada will be referred to appropriate regulatory bodies or to ATCC. For students with international credentials, they are referred to appropriate regulatory bodies, ATCC, or IQAS.

To undertake the referral, the Student Services Counsellor will assist the learner to collect/provide all necessary information. To ensure effective referrals, the counsellor will undertake a client needs assessment in order to determine appropriate referral. There are no additional fees attached to this service.

The results of the QR assessment can apply to advanced standing or program credit. Prior applying for QR, learners are encouraged to collect all relevant documentation.

4.11.2 Credit Transfer (CT)

First Point of Contact for CT

Contact	Joan Foster, Career Counsellor
Phone	(306) 778-5471
Fax	(306) 773-2384
Address	Box 5000, 129 – 2nd Avenue N.E. Swift Current, SK, S9H 4G3
Email	joanf@cypresshillscollege.sk.ca

Alternate Point of Contact for CT

Contact	Adeline Steinley, Student Services Counsellor
Phone	(306) 778-5477
Fax	(306) 773-2384
Address	Box 5000, 129 – 2nd Avenue N.E. Swift Current, SK, S9H 4G3
Email	asteinley@cypresshillsregionalcollege.sk.ca

No formal CT policy exists at this time, although students who request CT will be referred to appropriate institutions. Prior to contacting appropriate institutions, students are advised to gather all necessary documentation (i.e., transcripts, etc). The learner then provides the documentation to the relevant institution.

Students who are interested in CT will receive support from counsellors, and there is no fee attached to providing this support. The counsellors collect information, then advise and guide the student. CT may be used for:

- Admission
- Advanced Standing
- Course Credit
- Program Credit

Information on policies and programs is available at www.cypresshillscollege.sk.ca.

4.11.3 Prior Learning Assessment and Recognition (PLAR)

First Point of Contact for PLAR

Contact	Joan Foster, Career Counsellor
Phone	(306) 778-5471
Fax	(306) 773-2384
Address	Box 5000, 129 – 2nd Avenue N.E. Swift Current, SK, S9H 4G3
Email	joanf@cypresshillscollege.sk.ca

Alternate Point of Contact for PLAR

Contact	Darryl Denning
Phone	(306) 778-5492
Fax	(306) 773-2384
Address	Box 5000, 129 – 2nd Avenue N.E. Swift Current, SK, S9H 4G3
Email	darryld@cypresshillscollege.sk.ca

There is formal policy on PLAR for Basic Education Program, Level 30 electives. For students applying for PLAR from SIAST or Universities, they are provided information on the processes of that respective institution. Learners are then referred to the appropriate personnel. For students applying for PLA in the Level 30 elective, learners are required to prepare material and submit it to the Senior Academic Officer. There are no additional fees attached to the program.

The Senior Counsellor, Student Services and the Senior Academic Officer/Director of Programs undertake the PLAR assessment. The process involves:

- Student submits documentation to Student Services
- Student Services guides student in preparation of documentation
- Student Services submits documentation to Senior Academic Officer
- Senior Academic Officer makes recommendation to Saskatchewan Learning Provincial Registrar.

The PLAR process could result in course credit for one Level 30 elective in the Adult 12 Program. To be eligible for PLAR, the student must possess work experience, previous non-credit education or training, or journeyperson certification.

To prepare for PLAR students are advised to collect relevant data required for the application process and to complete all required forms.

4.12 Fountain of Life School of Ministry (FOLSOM)

First Point of Contact

Contact	Fraser Watson
Phone	(306) 764-9075
Fax	(306) 764-2450
Address	717 MacArthur Drive Prince Albert, SK, S6V 5X6
Email	info@folsom.sk.ca

Alternate Point of Contact

Contact	Rev. John Fryters, President and Acting Academic Dean
Phone	(306) 764-9075
Fax	(306) 764-2450
Address	717 MacArthur Drive Prince Albert, SK, S6V 5X6
Email	info@folsom.sk.ca

4.12.1 Qualification Recognition (QR)

No formal QR policy is in place at this time. Students requesting QR are often referred to appropriate regulatory bodies.

4.12.2 Credit Transfer (CT)

There is no formal CT policy at this time, however one is currently under development. The policy is anticipated to be completed in September 2003. Until that time, CT is conducted on an informal basis upon request of the student only.

Assessment is conducted by the Academic Dean and Academic Committee of the Board of Directors. To determine CT, students are requested to complete the application form and provide official (certified) transcripts of marks, and/or diplomas/certificates, with letters of reference from the educational institution. Subsequently the Academic Dean meets with the student to discuss possible CT. Then, a proposal is made to the Academic Committee for approval. If approved, CT can be used for:

- Admissions
- Advanced Standing
- Course Credit
- Program Credit

To apply for CT, the previous learning must relate to the specific content of the course/program for which the CT is sought. For instance, in FOLSOM's case, the CT could occur from one

theological/divinity/Bible School to one of FOLSOM's programs. Similarly, this is applicable from any recognized school offering counselling programs to one of FOLSOM's counselling programs.

There are no additional fees associated with CT.

4.12.3 Prior Learning Assessment and Recognition (PLAR)

There is no formal policy for PLAR at this time, but the completion of a policy is anticipated for September 2003. At this time, FOLSOM conducts PLAR on an informal basis.

The Academic Dean and Academic Committee from the Board of Directors conduct the assessment. For the assessment, students complete a portfolio guide. The Academic Dean meets with the student and identifies/discusses which courses/programs are to be challenged. A full academic plan is developed and mutually agreed upon (with suggested PLAR credit transfer, as well as other CT). This plan is then presented to the Academic Committee for approval. Should the PLAR be approved, the results could apply to:

- Admissions
- Advanced Standing
- Course Credit
- Program Credit.

All mature students are eligible for PLAR and there are no additional fees associated with the process.

4.13 Luther College

Luther College is a Federated College at the University of Regina. Luther College is academically integrated; however, it is legally and financially distinct from the University. It does not offer its own degrees but prepares students for degrees awarded by the University of Regina.

For first points of contact for CT, QR and PLAR, please refer to the University of Regina section (s) of the guide for information on RPL policies and procedures.

4.14 McKay Career Training: McKay Massage & Hydrotherapy Program

First Point of Contact

Contact	Donna Denowski, Registrar
Phone	(306) 652-7878
Fax	(306) 653-1808
Address	226 20th Street E. Saskatoon, SK, S7K 0A6

Alternate Point of Contact

Contact	Elnor Maraf, Registrar
Phone	(306) 652-7878
Fax	(306) 653-1808
Address	226 20th Street E. Saskatoon, SK, S7K 0A6

4.14.1 Prior Learning Assessment and Recognition (PLAR)

Formal PLAR policy exists at the program level for McKay Massage: Hydrotherapy Program.

Involved in the assessment are:

- Front Office Registrars
- Program Administrator / PLAR Advisor
- Intake Assessor

The results of the PLAR can be applied to:

- Admissions
- Advanced Standing
- Course Credit.

Prior to applying for PLAR, students are advised to investigate the other schools in the province prior to initiating the PLAR process.

Should the student undertake the PLAR, the fees are as follows:

- $30.00 PLAR application fee
- $75.00 for challenge exams (generally)
- $100.00 for oral exams

When possible, attempts are made to combine two or more subject areas in one exam, such as: anatomy, pathology, and physiology.

4.15 NORTHLANDS COLLEGE

First Point of Contact

Career Counsellor / Student Advisor

Buffalo Narrows	Phone: (306) 235-1765
La Ronge	Phone: (306) 425-4353
Creighton	Phone: (306) 688-8838

Toll Free: 1-888-311-1185

Web site: www.northlandscollege.sk.ca

4.15.1 Credit Transfer (CT)

There is no CT policy in place at this time. Students are referred to accrediting institutions.

4.15.2 Prior Learning Assessment and Recognition (PLAR)

There is no formal PLAR policy in place at this time; however, PLAR is conducted on an informal basis.

Counsellors and coordinators act as advisors for students. There are no costs associated with the PLAR assessment.

4.16 Northwest Regional College

Web site: www.nwrc.sk.ca

Career Centre – Battlefords Campus
First Point of Contact

Phone	(306) 937-5102
Fax	(306) 445-1575
Address	10702 Diefenbaker Drive North Battleford, SK, S9A 4A8
Email	inquiry@nwrc.sk.ca

Career Centre – Meadow Lake; North West Postsecondary Centre
First Point of Contact

Phone	(306) 236-7620
Fax	(306) 236-7630
Address	720 – 5th Street West Meadow Lake, SK
Email	inquiry-nwpsc@nwrc.sk.ca

4.17 Parkland Regional College

First Point of Contact

Yorkton	Career Counsellor
Phone	(306) 786-2597
Email	g.gorchynski@parklandcollege.sk.ca

Melville	Career Counsellor
Phone:	(306) 728-6859
Email	d.neyedley@parklandcollege.sk.ca

Toll Free: 1-866-783-6766

Alternate Point of Contact

Melville	Bart Abrahamson, Program Director
Phone	(306) 728-6856
Email	b.abrahamson@parklandcollege.sk.ca

4.17.1 Qualification Recognition (QR)

No formal policy exists at this time. Students with credentials from other educational institutions within Canada are referred to ATCC. Students with international credentials are referred to appropriate regulatory bodies, ATCC, or IQAS.

4.17.2 Credit Transfer (CT)

No formal policy exists at this time. Students are referred to appropriate credit granting institutions: SIAST, Universities, Technical Institutions, SIIT, etc, from which classes are brokered.

The counsellors will assist students with referral and advocate on behalf of student. If required, some top-up training may be provided.

4.17.3 Prior Learning Assessment and Recognition (PLAR)

No formal policy exists at this time, but PLAR is conducted on an informal basis.

Student Support Services provide services for PLAR. "A maximum of one prior learning credit may be used as part of the seven credits required for completion of the adult 12 program as outlined by Saskatchewan Learning."

4.18 Prairie West Regional College

First Point of Contact

Contact	Teresa Doucette, Program Coordinator
Phone	(306) 242-5377
Fax	(306) 242-8662
Address	Box 1001 Warman, SK, S0K 4S0
Email	t.kent@pwrc.sk.ca

Alternate Point of Contact

Contact	Bruce Probert, Chief Executive Officer
Phone	(306) 948-3363
Address	Box 700 Biggar SK, S0K 0N0
Email	brucep@pwrc.sk.ca

4.18.1 Qualification Recognition (QR)

There is no formal QR policy at this time. Students with credentials from other educational institutions within Canada are referred to appropriate regulatory bodies or ATCC.

4.18.2 Credit Transfer (CT)

There is no formal CT policy at this time. Students are referred to the credit granting institution from which the program / course is brokered.

Counsellors will familiarize students with the process, based on what institution the student is looking at for CT.

4.18.3 Prior Learning Assessment and Recognition (PLAR)

There is no formal PLAR policy in place at this time. The anticipated completion date for the policy currently under development is June 2003.

PLAR is currently available in Basic Education (BE), following provincially accepted guidelines. The Basic Education Coordinator works together with the Department of Learning to conduct the PLAR. The learner will complete a form that outlines his/her work experience. Employer documentation is required, and the learner is required to complete a checklist in relation to completeness. There are no additional fees associated with PLAR.

As a result of PLAR, students may receive course credit (30 level credit). Students can not receive PLAR for a course that has credit attached to it. For example, the office education certification can not be PLARed to a 30 level credit. This is based on provincial guidelines, as indicated by the college's BE Coordinator.

4.19 Provincial Examinations Student and Teacher Services Saskatchewan Learning

http://www/sasked.gov.ca/student_records/

First Point of Contact

Contact	Joan Nielsen, Registrar
Phone	(306) 787-6086
Fax	(306) 787-0035
Address	1500-4th Avenue Regina, SK S4P 3V7
Email	Joan.nielsen@sasked.gov.sk.ca

Alternate Point of Contact

Contact	Kris Storle, Counsellor
Phone	(306) 787-6086
Fax	(306) 787-0035
Address	1500-4th Avenue, Regina, SK S4P 3V7
Email	Kris.storle@sasked.gov.sk.ca

4.19.1 Qualification Recognition (QR)

Refer to Prior Learning Assessment 4.17.3.

4.19.2 Credit Transfer (CT)

Saskatchewan Learning, through the Office of the Registrar, provides services to schools and school divisions whereby students entering the Saskatchewan school system at the secondary level from outside the province have their secondary level student records (Grades 10 to 12) evaluated against Saskatchewan course requirements.

Mature students who wish to complete a Saskatchewan secondary education (Grades 10 to 12) or an Adult secondary level standing (Grade 12) must submit their academic records at the high school level to the Office of the Registrar for an equivalency evaluation.

ABE and GED records cannot be equated to Saskatchewan secondary level standing.

Only secondary school achievement may be evaluated towards Saskatchewan secondary level course equivalencies.
There is no fee for a credit equivalency evaluation at the secondary level.

Adults seeking recognition for secondary level credits received outside of Canada and who are not entering a Saskatchewan secondary level program (i. e, for employment purposes) are referred to the International Qualifications Assessment Service (IQAS), Edmonton, a service of Alberta Learning and Saskatchewan Learning.

4.19.3 Prior Learning Assessment and Recognition (PLAR)

Under department policy, a prior learning credit (PL30) may be granted to those adults returning to pursue an Adult 12 who bring sufficient learning experience to be recognized for a high school credit. A maximum of one prior learning credit may be used as part of the seven credits required for completion of an Adult 12. Adults must ensure that they obtain the appropriate prerequisites for the post-secondary program of their choice since some programs require seven academic subjects for admission. Please note that a Prior Learning credit is intended for adult learners and may only be used for completion under the Adult 12 policy.

Contact the Admissions Office of one of the SIAST campuses or a Regional College if a Prior Learning assessment is required. There is no charge for a Prior Learning Assessment.

4.20 RCMP Training Academy, Depot Division

First Point of Contact

Contact	Scott L. Burko, A / Manager TPSE
Phone	(306) 780-7960
Fax	(306) 780-3473
Address	RCMP Training Academy, Depot Division Box 6500 Regina, SK, S4P 3J7
Email	scott.burko@rcmp-grc.gc.ca

Alternate Point of Contact

Contact	Christine Hudy, Instructional Designer
Phone	(306) 780-8854
Fax	(306) 780-3473
Address	RCMP Training Academy, Depot Division Box 6500 Regina, SK, S4P 3J7
Email	christine.hudy@rcmp-grc.gc.ca

4.20.1 Qualification Recognition (QR)

Formal QR policy exists at an institutional level, with a clearly documented process. The National Recruiting Office of the RCMP is involved in QR assessments. Each province identifies candidates; these candidates must qualify against specified criteria. National Recruiting makes the final decision on the qualifications of potential candidates to qualify as a Lateral Entry member. Students must contact their divisional recruiting offices directly.

QR may be used for:

- Admissions
- Advanced Standing
- Course Credit

There are no fees associated with the assessment, however, to be eligible:

- Applicants must have graduated from a recognized, provincially licensed police training institution
- Applicants must successfully meet all entrance requirements, including RCMP Police Aptitude test, Physical Ability Requirement Evaluation (PARE), Regular Member Selection Interview, and a background investigation
- Applicants must have positive reference checks and/or performance appraisals
- Applicants must complete prerequisite training modules
- Applicants must successfully pass an oral board and a written test
- Applicants are required to successfully complete the firearms qualification

4.20.2 Credit Transfer (CT)

No formal policy exists at this time.

4.20.3 Prior Learning Assessment and Recognition (PLAR)

No formal policy exists at this time and PLAR is not available.

4.21 St. Thomas More

St. Thomas More College is a Federated College at the University of Saskatchewan. St. Thomas More is academically integrated; however, it is legally and financially distinct from the University. It does not offer its own degrees but prepares students for degrees awarded by the University of Saskatchewan.

For first points of contact for CT, QR and PLAR, please refer to the University of Saskatchewan section (s) of the guide for information on RPL policies and procedures.

4.22 Saskatchewan Indian Federated College (SIFC)

4.22.1 Credit Transfer (CT)

First Point of Contact

Contact	Amy Morris, Assistant Registrar
Phone	(306) 546-8513
Fax	(306) 546-8516
Address	1 First Nations Way Regina, SK, S4S 7K2
Email	amorris@sifc.edu

Alternate Point of Contact

Contact	Registrar's Office
Phone	(306) 546-8511
Fax	(306) 546-8516
Address	1 First Nations Way Regina, SK, S4S 7K2

Formal CT policy exists at an institutional level, and CT is available in most program areas. There is a formal process for CT, which is available only upon request of students. To undertake CT, the learner will discuss their previous education with the Registrar.

Results of the CT assessment could apply to course credit for the student.

4.22.2 Prior Learning Assessment and Recognition (PLAR)

First Point of Contact

Contact	Calvin Redman, Assistant Professor
Phone	(306) 931-1829
Fax	(306) 665-0175
Address	710 Duke Street Saskatoon, SK, S7K 0P8
Email	Credman@sifc.edu ckudo@hotmail.com

No formal policy for PLAR exists at this time.

4.23 Saskatchewan Indian Institute of Technologies (SIIT)

4.23.1 Qualification Recognition (QR)

First Point of Contact for QR

Contact	Darlene Arcand, Director of Admissions
Phone	(306) 244-4444
Fax	(306) 244-1391
Address	118 – 335 Packham Avenue Saskatoon, SK, S7N 4S1
Email	arcandd@siit.sk.ca

Alternate Point of Contact for QR

Contact	Paul Ledoux, Registrar
Phone	(306) 244-4444
Fax	(306) 244-1391
Address	118 – 335 Packham Avenue Saskatoon, SK, S7N 4S1
Email	ledouxp@siit.sk.ca

There is no formal policy in place regarding QR, however QR does occur on an informal basis.

The Director of Admissions and the Director/Coordinator of the program are involved in the assessment. There are no additional fees associated with the assessment.

For QR, students with completed credentials from other educational institutions within Canada are requested to:

- Provide a resume
- Provide a transcript, as well as a course description
- Meet with the director of the program and admissions departments

The results of QR may apply to admissions or course credit.

Prior to contacting the institution, students are advised to:

- Obtain certificates, diplomas and degrees
- Obtain complete course descriptions
- Obtain transcripts

4.23.2 Credit Transfer (CT)

First Point of Contact for CT

Contact	Jim Russell, Director of Management Studies / IT
Phone	(306) 477-9210
Fax	(306) 244-0078
Address	118 – 335 Packham Avenue Saskatoon, SK, S7N 4S1
Email	russelj@siit.sk.ca

Alternate Point of Contact for CT

Contact	Paul Ledoux, Registrar
Phone	(306) 244-4444
Fax	(306) 244-1391
Address	118 – 335 Packham Avenue Saskatoon, SK, S7N 4S1
Email	ledouxp@siit.sk.ca

SIIT conducts CT, although there is no formal policy in place at this time. CT is conducted upon request of student only.

The Director of Management Studies / IT, the Coordinator of the program, and the Director of the specific program are involved in the CT assessment. The Director undertakes the evaluation of the courses, based on a program transfer guide.

Results of CT may be applied to:

- Course credit
- Program credit

There are no fees associated with the CT assessment and there are no limits on eligibility.

Prior to beginning the CT process, students are advised to:

- Review course outlines at both institutions
- Order transcripts
- Review the program calendar
- Meet with the Director

4.23.3 Prior Learning Assessment and Recognition (PLAR)

First Point of Contact for PLAR

Contact	Darlene Arcand, Director of Admissions
Phone	(306) 244-4444
Fax	(306) 244-1391
Address	118 – 335 Packham Avenue Saskatoon, SK, S7N 4S1
Email	arcandd@siit.sk.ca

Alternate Point of Contact for PLAR

Contact	Paul Ledoux, Registrar
Phone	(306) 244-4444
Fax	(306) 244-1391
Address	118 – 335 Packham Avenue Saskatoon, SK, S7N 4S1
Email	ledouxp@siit.sk.ca

There is no formal PLAR policy in place, however PLAR is conducted on an informal basis. The Director of Admissions and the Director/Coordinator of the program are involved in the assessment.

The assessment involves evaluation of:

- Documents of experience provided by the student's employer
- A resume
- Any transcripts

The results of the PLAR process can be applied to

- Admissions
- Advanced standing
- Course credit
- Program credit

There are no fees associated with the PLAR assessment

Prior to contacting the institution, students are encouraged to review course outlines. They are also advised to obtain documents outlining their experience, including:

- Documents from past employers
- Evaluations
- References
- Resume

4.24 Saskatchewan Institute of Applied Science and Technology (SIAST)

Web Site: http://www.siast.sk.ca

SIAST will be implementing a new toll-free number as of July 1 (1-800-goSIAST). SIAST will also have a matching URL www.goSIAST.com.

First Point of Contact for QR and CT

Registration Services, Kelsey Campus
Phone (306) 933-5555
Toll Free 1-800-567-3263

Registration Services, Palliser Campus
Phone (306) 694-3261
Toll Free 1-800-667-0055

Registration Services, Wascana Campus
Phone (306) 798-4314
Toll Free 1-800-667-7730

Registration Services, Woodland Campus
Phone (306) 953-7010
Toll Free 1-800-667-9664

4.24.1 Qualification Recognition (QR)

There are three formal policies in place that refer to QR. These policies can be found at: http://www.siast.sk.ca/policies/academic

The three policies to refer to include: Admissions Policy (including special admissions), Credit Transfer Policy and PLAR Policy.

SIAST only undertakes its own QR in some situations. Normally students with credentials from other educational institutions within Canada are referred to appropriate regulatory bodies or ATCC. Students with international credentials are referred to appropriate regulatory bodies, ATCC, or IQAS.

Should the credentials be reviewed by an external body (IQAS or regulatory body), the Program Head will recommend the admission status and/or appropriate number of courses for equivalency within SIAST programs and forward this recommendation to the Registrar.

In such cases where SIAST conducts the QR for the students, they use the Transfer Credit or PLAR processes to review the individual's qualifications. The Program Head and/or Dean and/or Registrar and/or PLAR office would consult to determine QR. The results of the QR process could apply to:

- Admissions
- Advanced Standing
- Course Credit
- Placement

Students who are currently registered in a SIAST program, on a waitlist with a given start date, or with previously earned credit for a SIAST course/program are eligible for QR. Students should contact Registration Services for current fees.

Students should contact a counsellor for career counselling or exploration, apply to the chosen SIAST course or program, and identify possible courses for equivalency from previous training.

4.24.2 Credit Transfer (CT)

Formal policy exists at an individual level, with CT available upon request of student only.

The CT policy is available at:
http://www.siast.sk.ca/policies/academic.htm #304 current CT policy

The Program Head/Expert evaluates conducts the CT assessment and sends the decision/recommendation to the Registrar for final determination. The CT process involves:

1. The Transfer Credit/Equivalent Credit Request form is available from Registration Services at each SIAST Campus.
2. Applicants request transfer/equivalent credit by completing and submitting a Transfer Credit/Equivalent Credit Request Form within timelines established by SIAST. An original transcript must be attached to the request for transfer credit. A photocopy is not acceptable.
3. If SIAST is unable to approve the transfer/equivalent credit, the applicant may choose Prior Learning Assessment to determine equivalency for credit to a SIAST course(s).
4. Registration Services will communicate the official results of the assessment to the candidate and the SIAST Dean of Student Services. The grades of the courses used for transfer credit will not be used in calculating weighted averages. Transcripts will indicate "TC" for courses that have received transfer credit.

Based on original transcripts or completion documents and, if necessary, course and program documentation, the program head/expert will assess the courses for which transfer credit has been requested. Formal agreements may exist between SIAST and other Post-Secondary Institutions or Regulatory Bodies across Canada. In such instances, courses/certification may be eligible for individual course or block transfer credit.

Evaluation Criteria include the following factors:

- Must meet SIAST course pre-requisites
- Completion date of original course
- Correlation of original course learning outcomes to learning outcomes of SIAST course
- Length or duration of original course

- Texts, reading list and other resources material
- Testing or evaluation method used in original course
- Grading system and
- Accreditation standards

There is a $30.00 fee per course. Current fees are listed in the SIAST calendar. They are also available at: http://www.siast.sk.ca/siast/admissions/feesfinancial.htm#Miscellaneous

To be eligible for CT, students must be on the waitlist who have been given a start date for a program or be currently registered in a program. The original course must be from an accredited educational institute or licensing body.

Students desiring CT are advised to

- Obtain career counselling to identify career interests and identify SIAST program
- Apply to program
- Identify possible courses for CT
- Obtain transcript from home institution.

There is a minimal fee associated with career counselling. Please ask for fees when making appointment.

Program Bridging Initiatives

SIAST has several program bridging (credit transfer) initiatives underway with the University of Regina. These bridging initiatives will allow for improved accessibility and increased mobility between degree and non-degree programs. A Memorandum of Understanding (MOU) was signed between SIAST and the University of Regina December 15th, 1999, which sets a precedent in this province for new and improved academic co-operation. Both institutions are working collaboratively on the formalization of bridging programs between the two institutions. The bridging initiative is designed to better meet the needs of Saskatchewan's learners in ways that are both innovative and flexible.

Please speak to the designated contact for further information.

4.24.3 Prior Learning Assessment and Recognition (PLAR)

First Point of Contact for PLAR

Students Services, Educational Counselling, Kelsey Campus
Phone (306) 933-8345

Students Services, Educational Counselling, Palliser Campus
Phone (306) 694-3014

Students Services, Educational Counselling, Wascana Campus
Phone (306) 798-4274

Students Services, Educational Counselling, Woodland Campus
Phone (306) 953-7022

Alternate Point of Contact for PLAR

Contact	Christine Nemish, PLAR Administrative Support
Phone	(306) 953-7175
Fax	(306) 953-7001
Address	PLAR, SIAST Woodland Campus 1100 - 15th Street E Box 3003, Prince Albert SK S6V 6G1
Email	nemish@siast.sk.ca

Formal policy is in place at an institutional level. This policy can be found at:
http://www.siast.sk.ca/policies/316.pdf
The process for PLAR is outlined below:

1. Consult with PLAR Designated Contact at the respective campus (see contacts listed above)
2. Apply for PLAR
3. PLAR audit meeting with Program Head/Expert
4. Pay application fee and course assessment fees
5. Develop an action plan in collaboration with Program Expert
6. Prepare for Prior Learning Assessment
7. Assessor facilitates the challenge
8. Assessor evaluates the challenge
9. Grade code is submitted to Registration Services
10. Candidate is notified of results

Further information is available online at:
http://www.siast.sk.ca/siast/admissions/plar.htm

Students must be currently registered at SIAST or on the waiting list for a SIAST program/course. The candidate's prior learning must relate to the learning outcomes of the targeted SIAST program/course, and must meet the program/course prerequisites. The results of the PLAR process can apply to course credit or program credit.

In addition to the application fee of $30.00, there is an assessment fee specific for each course. Contact one of the PLAR contacts (listed above) for details.

Students are advised to:

- Obtain career counseling to explore career options (available at SIAST at minimal cost)
- Identify the SIAST program of interest as identified in the candidate's career plan
- If a candidate has international qualifications, he/she should have these evaluated through IQAS before applying for PLAR at SIAST ,
- Apply to SIAST program/course
- Apply for any possible CT
- Develop a skills resume to take to initial PLAR advising session

If you are unsure of the career you wish to pursue, need help with your resume, and/or want some information about the employment field and prospects for the career you are interested in, it is strongly recommended that you seek career counseling prior to applying for PLAR. Please contact one of the PLAR contacts identified above for further information on career counseling.

4.25 UNIVERSITY OF REGINA (U OF R)

The information below also applies to Campion College, Luther College, and to those programs of the Saskatchewan Indian Federated College that are offered through the University of Regina.

Web site: http://www.uregina.ca

First Point of Contact

Contact	Susan Husum, Assistant Registrar (Admissions)
Phone	(306) 585-5166
Fax	(306) 585-5203
Address	Admissions Office, University of Regina
Email	susan.husum@uregina.ca

Alternate Point of Contact

Contact	Janet Denford, Registrar
Phone	(306) 585-5380
Fax	(306) 585-5521
Address	Registrar's Office, University of Regina
Email	janet.denford@uregina.ca

4.25.1 Qualification Recognition (QR)

There is a formal policy for QR at the program level, including the Bachelor of Social Work and the Bachelor of Education.

QR applies to admissions. Students applying for admission to the Bachelor of Social Work and the Bachelor of Education must supply professional references indicating evidence of their potential ability as professionals in those fields of study and work.

Students are required to pay the usual $60.00 admission fee, and there is no additional fee for QR.

Students are advised to plan ahead, as the deadlines for submission of this documentation are months in advance of normal admission deadlines. Plan ahead.

4.25.2 Credit Transfer (CT)

There is a formal CT policy in place at the U of R, available upon request of student only. The policy and list of applicable programs is available at:

http://www.uregina.ca

The U of R follows the AUCC Transfer Credit agreement.

The Faculty or College Records office undertakes the process. The process involves:

- Upon request of the student, official transcripts are forwarded to the Admissions Office by the institution with potential CT
- The official transcripts are forwarded to the student's Faculty or College Records Office for evaluation
- The Faculty or College submits the results to the Admissions Office for entry on the student's official record with the University of Regina
- The CT is then applied to the degree program of choice as appropriate

The results of the CT can be applied to:

- Admissions
- Course credit
- Program credit

CT is granted where the institution is recognized by the Canadian post-secondary system, and the course work applies to the degree programs at the U of R. There are no additional fees attached to CT.

The U of R advises that students should:

- Request that a copy of their Official Transcripts be sent to the U of R Admissions Office
- Should the transcript be in a language other than English or French, arrange for official translation of the document and submit supporting documentation as appropriate.
- As appropriate, discuss the results of the U of R evaluation with the Faculty or College Records Office, ensuring the best possible fit with their degree program
- Recognize that different degree programs will evaluate transfer credit differently. Students may be able to attain more credit in one degree than another, dependent on the course and the professional requirements of the degree.

Program Bridging Initiatives

The University of Regina has several program bridging (credit transfer) initiatives underway with SIAST. These bridging initiatives will allow for improved accessibility and increased mobility between degree and non-degree programs. A Memorandum of Understanding (MOU) was signed between University of Regina and SIAST December 15th, 1999, which sets a precedent in this province for new and improved academic co-operation. Both institutions are working collaboratively on the formalization of bridging programs between the two institutions. The bridging initiative is designed to better meet the needs of Saskatchewan's learners in ways that are both innovative and flexible.

4.25.3 Prior Learning Assessment and Recognition (PLAR)

The University offers credit challenge examinations in selected disciplines. Other forms of PLAR are in very limited use. Those interested may consult their Faculty or College Records Office.

4.26 UNIVERSITY OF SASKATCHEWAN (U OF S)

Web site: http://www.usask.ca

First Point of Contact

Contact	Recruitment and Admissions, Student and Enrolment Services Division
Phone	(306) 966-5788 (306) 966-6718
Fax	(306) 966-6730
Address	105 Administration Place University of Saskatchewan Saskatoon, SK, S7N 5A2
Email	admissions@usask.ca

4.26.1 Qualification Recognition (QR)

There is a formal policy for QR at the U of S, and QR is part of the admission and placement process for all applicants.

The U of S has a special International Admissions and Credentialing Office within the Student and Enrolment Services Division. They are specially trained and operate using North American Standards. QR is completed as part of the admission, CT and placement process. The results of QR can be applied to:

- Admission
- Advanced standing
- Course credit
- Program credit

To be eligible for QR, students must be applicants to one of the programs at the U of S. Credentialing is not conducted for employment purposes. Following initial steps of validating and assessing the levels of previous credentials, the U of S then proceeds with the CT process.

4.26.2 Credit Transfer (CT)

There is a formal policy on CT, with CT available in all subject areas that fall within taught disciplines. Further information on the policy can be found at:
http://www.usask.ca/students/admission/transfer

CT is conducted automatically upon application or when current students submit additional transcripts. The Recruitment and Admissions office, with the Student and Enrolment Services Division is responsible for setting and administering policy and procedures, and for undertaking assessments. Faculty who are experts in content areas undertake content assessment when required.

The results of the CT can be applied to:

- Admissions
- Advanced standing
- Course credit
- Program credit

For applicants and alumni of the U of S, there is no cost. For non-applicants and those who have never attended the U of S a $75.00 evaluation fee is required. Should the individual decide to submit an application for the next intake, the $75.00 would be applied to the required application fee.

For more information please refer to the Credit Transfer Section at:
http://www.usask.ca/students/admission/transfer.shtml

4.26.3 Prior Learning Assessment and Recognition (PLAR)

There is formal PLAR (Challenge for Credit) at the U of S, and PLAR may be available in select disciplines only. For further information on the policy, please refer to:
http://www.usask.ca/university_council/acad_prog/reports/04-21-02

PLAR policy and procedures are administered through Recruitment and Admission, Student and Enrolment Services Division. Assessments are conducted by Faculty who are experts in the subject content.

Assessment of prior learning mirrors normal practice of student evaluation in the course to be challenged. University learning is normally assessed via one or more methods including:

- Written examinations
- Essays
- Research papers
- Oral presentations
- Demonstrations and
- Performances
- Portfolio assessment may also be available for some courses.

The results of the PLAR may be applied to course credit.

Only U of S students are eligible to access PLAR. PLAR is not available for courses students have completed, or tempted or failed, through formal university credit study.

There is a $75.00 PLAR application fee and the PLAR assessment fee is ½ the tuition of the course.

Students are advised to contact Recruitment and Admissions, Student and Enrolment Services Division for up to date information. The U of S is currently developing an administrative process to handle PLAR inquiries. When completed, this will be posted on the U of S Web site at:
http://www.usask.ca

5 RELATED INFORMATION AND RESOURCES

5.1 INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE (IQAS)

The IQAS assessment process provides useful comparisons with related provincial credentials and educational standards in Alberta and Saskatchewan. For additional information, see the IQAS web site at: http://www.learning.gov.ab.ca/iqas

5.2 REGULATORY BODIES AND PROFESSIONAL ASSOCIATIONS

5.2.1 List of Regulatory Bodies and Professional Associations and Contacts (for Saskatchewan)

An electronic listing of Saskatchewan Professional Associations and Regulatory Bodies will be available in the Spring/Summer of 2003 on the Saskatchewan Learning web site at: http://www.sasked.gov.sk.ca

5.2.2 The Canadian Information Centre for International Credentials (CICIC)

CICIC was established following ratification of the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the European Union. Canada ratified the UNESCO Convention in 1990, and CICIC aims to support Canada's fulfilment of the conditions of this agreement.

CICIC compiles information on "recognizing academic and occupational credentials in different Canadian jurisdictions." (www.cicic.ca/about.en.stm) Information covering more than 800 professional organizations is stored in the CICIC database. ***"CICIC does not itself grant equivalencies or assess credentials, nor does it intervene on behalf of applicants or participate in appeals"*** (ibid). For additional information, see the CICIC web site at: http://www.cicic.ca/

5.3 INTERNET RESOURCES

Aboriginal Employment Development Program
http://www.iaa.gov.sk.ca/aboriginal/html/RI/Programs/AEDP.htm

Academic Credentials Assessment Service (Winnipeg)
http://www.gov.mb.ca/labour/immigrate/english/newcomerservices/7.html

Academic Credentials Evaluation Service (Toronto)
http://www.yorku.ca/admissio/aces.asp

Alberta Council on Admissions and Transfer
http://www.acat.gov.ab.ca

Alliance of Credential Evaluation Services of Canada
http://www.canalliance.org/indexe.stm

The Alliance of Sector Councils
http://www.councils.org

Association of Canadian Community Colleges
http://www.accc.ca

Association of Registrars of Universities and Colleges of Canada
http://www.arucc.ryerson.ca/

British Columbia Centre for Curriculum, Transfer and Technology
http://www.ctt.bc.ca

British Columbia Council on Admissions and Transfer
http://bccat.bc.ca

Campus Saskatchewan
http://www.campussaskatchewan.ca/

Canadian Alliance of Education and Training Organizations
http://www.caeto.ca

Canadian Association of Prior Learning Assessment
http://www.tyendinaga.net/fnti/prio/capla

Canadian Information Centre for International Credentials
http://www.cicic.ca

Canadian Labour and Business Centre
http://www.clbc.ca

Canadian Steel Trade and Employment Congress
http://www.cstec.ca/plar_course.html

Canadian Virtual University
http://www.cvu-uvc.ca/english.html

Centre for Education and Work
http://www.cewca.org

Citizenship and Immigration Canada
http://www.cic.gc.ca/english/

Comparative Education Service (Toronto)
http://www.adm.utoronto.ca/ces/

Conference Board of Canada
http://www.conferenceboard.ca

Conseil interprofessionnel du Quebec
http://www.professions-quebec.org/

Council for the Advancement of Native Development Officers
http://www.edo.ca

Council of Ministers of Education, Canada
http://www.cmec.ca
http://www.educationcanada.cmec.ca

European Credit Transfer System (ECTS)
http://europa.eu.int/comm/education/socrates/ects

Government of the Northwest Territories - Education, Culture and Employment
http://siksik.learnnet.nt.ca/

Government of Nunavut – Department of Education
http://www.gov.nu.ca/education/eng/

Halifax Prior Learning Assessment Centre
http://www.placentre.ns.ca

Human Resources Development Canada (HRDC)
http://www.hrdc-drhc.gc.ca/common/home.shtml
http://www.innovationstrategy.gc.ca

International Credential Assessment Service of Canada (Guelph)
http://www.icascanada.ca/

International Credential Evaluation Service (Burnaby)
http://www.ola.bc.ca/ices/

International Qualifications Assessment Service (Edmonton)[21]
http://www.learning.gov.ab.ca/iqas

Maritime Provinces Higher Education Commission
http://www.mphec.ca

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[21] * Since 1995, the Government of Saskatchewan has established an inter-provincial agreement with the Government of Alberta to provide international credential assessment services for Saskatchewan residents.

Maytree Foundation
http://www.maytree.com/

National Association of Career Colleges
http://www.nacc.ca/

New Approaches to Lifelong Learning
http://www.nall.ca

New Brunswick's Guide to Transfer of Credits
http://www.gov.nb.ca/education/credits

Newfoundland Council on Higher Education
http://www.edu.gov.nf.ca/council

Ontario College – University Transfer Guide
http://www.ocutg.on.ca

Paths to Equal Opportunity
http://www.equalopportunity.on.ca/

PLAR at the University of Saskatchewan
http://www.usask.ca/university_council/acad_prog/reports/04-21-02.shtml

PLAR in Manitoba
http://www.plarinmanitoba.ca
http://www.wplar.ca

PLAR Values Statements: First Nations Technical Institute
http://fcis.oise.utoronto.ca/~plar/values/first_nations.html.

Saskatchewan Apprenticeship and Trade Certification Commission
http://www.sasknetwork.gov.sk.ca/pages/at/appship.html

Saskatchewan Chamber of Commerce
http://www.saskchamber.com

Saskatchewan Council for Human Resource Associations
http://www.schra.ca/about.htm

Saskatchewan Federation of Labour
http://www.sfl.sk.ca

Saskatchewan Immigration Programs and Initiatives
http://www.iaa.gov.sk.ca/iga/immigration/Immigration.htm

Saskatchewan Institute of Applied Science and Technology
http://www.siast.sk.ca/admissions/plar.htm
http://www.siast.sk.ca/policies/316/pdf

Saskatchewan Labour Force Development Board
http://www.slfdb.com/recognition_of_prior_learning

Saskatchewan Learning
http://www.sasked.gov.sk.ca

SaskNetwork
http://www.sasknetwork.ca/

Saskatchewan Universities PLAR Project
http://www.extension.usask.ca/PLAR/home.html

Service des évaluations comparative (Quebec)
http://www.immigration-quebec.gouv.qc.ca/anglais/education/educational-report.html

Test of Workplace Essential Skills
http://www.towes.com

Western Association of Registrars of the Universities and Colleges of Canada
http://www.athabascau.ca/warucc/

Western Research Network on Education and Training
http://www.educ.ubc.ca/wrnet

Workplace Education Prince Edward Island
http://www.nald.ca/wepei.htm

World Education Services – Canada (Toronto)
http://www.wes.org/ca/

Yukon Department of Education
http://www.gov.yk.ca/depts/education/

APPENDIX I

Council of Ministers of Education, Canada
Ministerial Statement on Credit Transfer in Canada

Council of Ministers of Education, Canada
Conseil des ministres de l'Éducation (Canada)

Ministerial Statement on Credit Transfer in Canada

Winnipeg, Manitoba, October 9, 2002

Preamble

The primary purpose for establishing credit transfer agreements among institutions of higher education is to increase opportunities for students to access postsecondary education by facilitating student mobility between institutions and sectors.

Students need reasonable assurance that they will be able to continue their studies at other postsecondary institutions to complete their educational plans and be able to obtain appropriate transfer credit for work previously completed.

In addition, by ensuring that learners receive appropriate recognition for learning already achieved, efficiencies in both time and money can be gained by students, institutions, and governments. The ability for learners at all stages of their lives and careers to easily move into, between, and out of, postsecondary education is a key component in building a postsecondary education system that makes lifelong learning a reality.

Transfer credit agreements will vary between provinces and territories and may include a variety of approaches to recognizing previous academic achievement including, but not limited to, establishing course-by-course equivalencies, granting unassigned credit, agreeing to grant specified blocks of transfer credit for completed credentials, or the development of prior learning assessment processes.

Credit transfer can occur between public colleges and universities and between those institutions and private postsecondary institutions. This statement may also be applied in situations where a province or territory chooses to facilitate transfer between public and private institutions.

PRINCIPLES

1. Ministers recognize that all credit transfer agreements should be consistent with the academic integrity of programs and the right of postsecondary institutions to determine program design and delivery, to determine academic prerequisites, and to to establish admission criteria and certification requirements of academic achievement. Ministers also recognize that the academic integrity and governance autonomy of the individual institutions and programs must be protected and preserved.

2. Postsecondary institutions within each province/territory should be committed to working with other postsecondary institutions, transfer agencies, and governments, as appropriate, to enhance and maintain credit transfer opportunities. Negotiations between institutions regarding equivalency of credit should recognize that the substance of learning experiences may be equivalent in terms of content and rigour, although the learning has occurred in a variety of ways.

3. Transfer students should be made aware that program-specific criteria and other factors, in addition to academic performance, may be used as admission criteria. That is, while possession of academic prerequisites makes an applicant **eligible** for admission, it does **not guarantee** admission to a particular program.

4. The effectiveness of transfer agreements in optimizing student mobility requires that students, prior to beginning their studies at another institution, have knowledge of and current information about available credit transfer opportunities and limitations. Institutions should be committed to providing, in a routine manner, current and reliable information about transfer of credit policies and the procedures to be followed to obtain transfer credit.

5. Students and institutions should be satisfied that transfer decisions are considered in a consistent manner. Postsecondary institutions should develop and maintain clearly stated policies and procedures for consideration of transfer of credit. Students should be able to obtain an institution's rationale for a refusal, and institutions should have clear procedures for students to appeal such decisions.

6. Neither transfer students nor direct-entry students should be advantaged or disadvantaged as a result of the credit transfer process.